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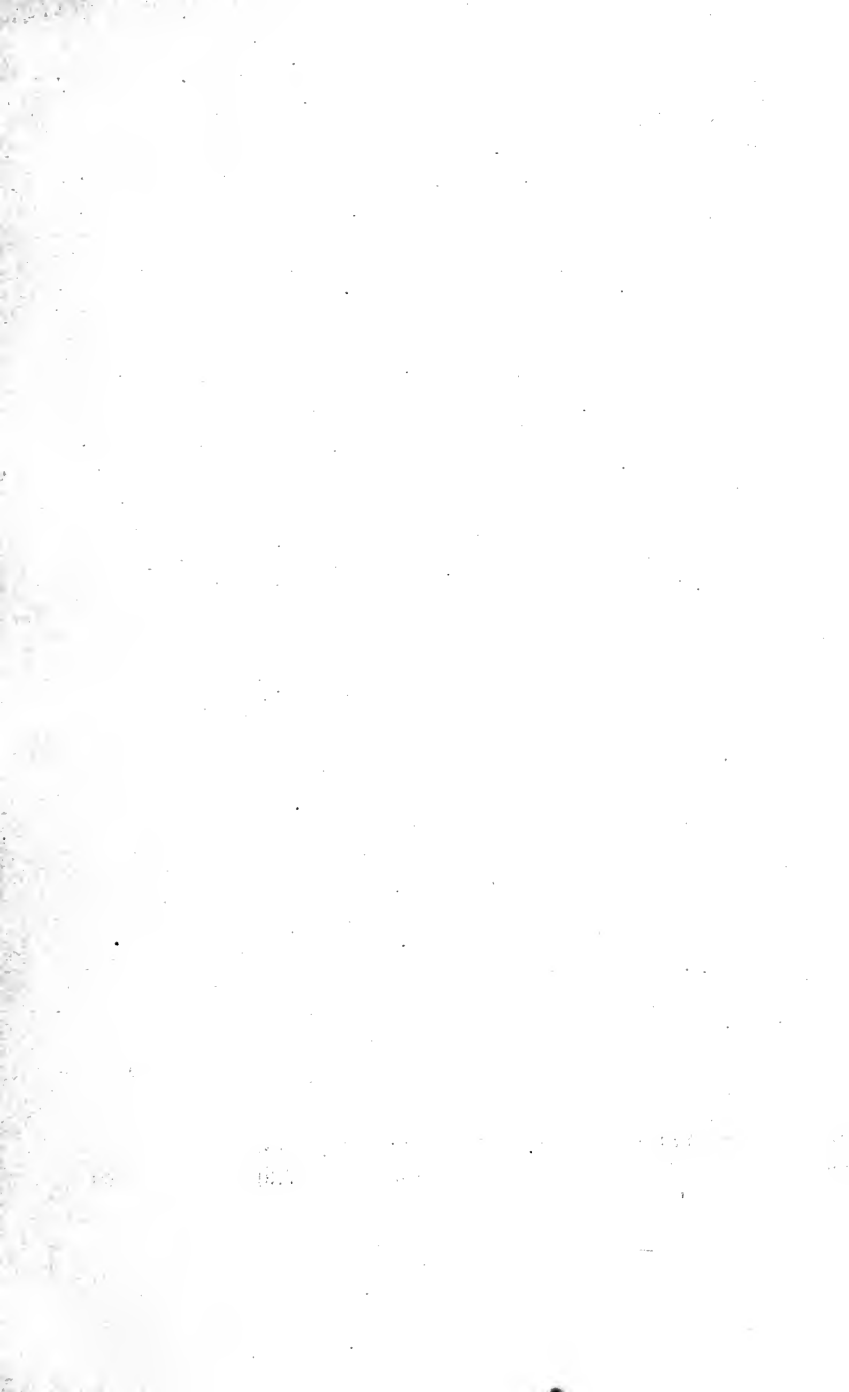
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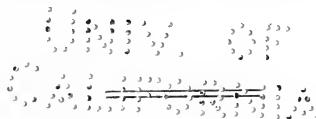
HAND BOOK

FOR

Teacher and Pupil

SECOND EDITION

PREPARED UNDER THE AUTHORITY OF THE
CITY BOARD OF EDUCATION
SAN BERNARDINO, CALIFORNIA



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JAN 26 1912

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PREFACE TO FIRST EDITION

This handbook recognizes a want of busy people who have no time to hunt up authorities in special subjects, when a glimpse of just what they want will set them right. It is the small things of life that often become important, and it is in those very things that we most frequently err.

The correct English given here has been used from week to week in the class room and is really of more value to the average pupil than the technical grammar which is supposed to prepare him for high school work.

If these expressions are used often enough, they will gradually become a part of us, and we shall naturally fall into the habit of correct speech. They are also of value for reference when we are in doubt.

Distinct and proper pronunciation of words should be a characteristic of well educated people, yet many educated people carelessly pronounce their words indistinctly and incorrectly.

The list of words here given has been looked up with care and it is believed that all are the preferred pronunciation given by Webster's International Dictionary.

We have also appended some useful tables in arithmetic and other items of useful information.

May 1, 1909.

F. W. CONRAD.

PREFACE TO SECOND EDITION

This book has been in continuous use in the schools of the city of San Bernardino, California, for the past two years and has proved so helpful that a new edition seems to be in demand, as the first edition is exhausted.

There is every reason to believe that it will be as useful in the future as in the past, and with that belief it is dedicated to the teachers and pupils of the public schools.

F. W. CONRAD,
Superintendent of the City Schools,
San Bernardino, Cal.

Sept. 1, 1911

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HAND BOOK FOR TEACHER AND PUPIL

FIRST WEEK

Agreement in Number

Am, is and was are singular verbs.
Are and were are plural verbs.
Singular subjects take singular verbs.
Plural subjects take plural verbs.

"My *feet* are cold."

"This *book* is brown."

"These *books* are old."

"*We* were not at home."

"*They* were all sick."

"Isn't he a doctor?"

"Aren't they all students?"

"Those *chairs* were broken."

"These *fans* are large."

"Weren't you afraid?"

Other verbs are used in the same way. "We wrote to them;" not, "We writes to them." "They sent us a letter;" not, "They sends us a letter." We said "No;" not, We says "No."

Never use the plural pronoun in referring to a single person or thing. Say, If any one wishes to see better, let *him* come forward; not, "Let *them* come forward."

"A person who wishes to succeed ought to let others help *him*;" not, "help *them*."



SECOND WEEK

Agreement in Gender

As we have no common gender form for nouns and pronouns, when the sex is unknown we should use the masculine gender.

Say "Every pupil is expected to do *his* duty."
"If every person would attend to *his* own affairs, the world would be happier."

"If any one cannot see well, let *him* come forward."

"Every child was waving *his* flag."

Some people prefer to use the plural number in such a case; as, "All pupils must present *their* excuses by Monday."

If the female sex is referred to, the pronouns should be feminine.

"Every girl present wished to do *her* best. Every woman at the club expressed *her* regret."

If both sexes are referred to, both masculine and feminine pronouns may be used; as, "Every boy and every girl should clear *his* or *her* desk."

THIRD WEEK

Nominative Uses

Nominative forms are I, we, they, he, she, who, and thou. These should be used with is, was, and be. (been)

Say, "It is I."



Say, "Was it we?"

Say, "Could it be I?"

Say, "It is we."

Say, "It was not I."

Say, "It might have been I."

Say, "It was not he who wrote it."

Say, "Was it she who said so?"

Say, "Could it have been he who stole the pen?"

Say, "It may have been she."

Say, "It was they who came so early."

Say, "It could not have been they who ran away."

Say, "I know it was not thou who told the falsehood."

Say, "It was thou whom they accused, but it was they who did the deed."

Say, "I saw him, whoever it was;" not, "whomever."

Say, "Who did they say that he was?" not "whom."

FOURTH WEEK

Objective Uses

Objective forms are me, us, him, her, them, and whom.

These forms should not be used with is, was, and be, or been.

They are used as direct or indirect objects of verbs, or the object in some phrase.

Say, "He and I went fishing;" not, "him and me."

Say, "She and I are going on a picnic;" not, "her and me."

Say, "They told him and me all about it;" not, "he and I," or "him and I."

Say, "They gave the money to him who was the poorest;" not, "to he who was the poorest."

Say, "She and her cousin could not come;" not, "her and her cousin."

Say, "The storm drove her and her cousin into the house;" not, "she and her cousin." (You would not say, "the storm drove she.")

Say, "The news came to you and me very suddenly;" not, "to you and I." (You would not say, "the news came to I.")

Say, "Between you and me;" not, "between you and I."

Say, "We boys will play you;" not "us boys will play you."

Say, "She came to us girls on the street;" not, "to we girls."

Say, "There was not one among us all who did not like her;" not, "among we all."

Say, "They and I were going;" not, "them and me were going."

Say, "Whom did you say?" not, "who did you say?"

Say, "The boy whom you told, spread the news;" not, "who you told."

FIFTH WEEK

Double Negatives

No, not, nothing, and never, are called negatives.

Two negatives should not be used in a sentence where only one is meant. "I can't give nothing," means "I can give something."

Say, "He never gave me anything;" not, "He never gave me nothing."

Say, "She doesn't do anything for herself;" not "She doesn't do nothing."

Say, "We haven't seen her do anything bad;" not, "do nothing bad."

Say, "He never comes here;" not, "He doesn't never come here."

Say, "Don't do so any more;" not, "Don't do so no more."

Say, "Won't you ever say so any more?" not, "say so no more."

Say, "I won't work so hard for any body;" not, "for no body."

Say, "They don't care for any one." not, "no one."

Say, "We won't call there any more;" not, "no more."

Say, "I will have nothing more to do with him;" not, "I won't have nothing more to do with him."

SIXTH WEEK

So—That

Do not use *that* as an adverb of degree meaning *so*.

Say, "I was so frightened I could not move;" not, "I was that frightened."

Say, "The box was so long and so wide;" not, "The box was that long and that wide."

Say, "I will tell you so much, but no more;" not, "I will tell you that much."

Say, "She was so angry that she cried;" not, "She was that angry she cried."

Say, "I haven't read so far as that;" not, "I haven't read that far."

Never say, "That is all the farther I have read."

Say, "The stick was *so* long;" not, "that long."

Say, "When I had gone so far I stopped;" not, "when I had gone that far."

Say, "I could not run so fast as that;" not, "I could not run that fast."

Say, "Can you jump so high?" not, "that high."

Say, "I never expect to be so good as that;" not, "I never expect to be that good."

SEVENTH WEEK

Ago and Since

The following expression is often used: "It has been some time ago that I saw him."

Ago fixes some definite time in the past. Has been is the present perfect tense bringing action up to the present time. These two ideas are distinct and should not be used in the same expression.

Say, "It has been some time since I saw him;" or, "It was some time ago that I saw him."

Say, "It has been three years since he lived here." not, "It has been three years ago since he lived here."

EIGHTH WEEK

Doesn't and Don't

Don't is not the same as doesn't and should not be used for it.

Doesn't is used with the pronouns he, she, it, and who, which, what, and that, used in a singular sense, and with singular nouns.

Don't is used with the pronouns I, we, you, they, and who, which, what and that used in a plural sense, and with plural nouns.

I don't.

Don't I?

We don't

Don't we?

You don't

Don't you?

They don't

Don't they?

He doesn't

Doesn't he?

She doesn't

Doesn't she?

It doesn't

Doesn't it?

Who doesn't know that two and two are four?

There are three men who don't obey the law.

Don't bother with those sticks that don't split easily.

There is a horse that doesn't like barley.

I see a house which doesn't have a chimney.

NINTH WEEK

Subjunctives

There is a form of the verb *be* in common use and we should know how to use it and the various pronouns which are used with it, correctly.

The forms are:

I were

We were

Thou wert (rarely used) You were

He were

They were

Say, "If you were I, would you go?" not, "If you was me."

Say, "If I were you, I should go;" not, "If I was you."

Say, "If I were he, I would study better;" not, "if I was him."

Say, "If you were she, you would work too;" not, "if you was her."

Say, "If you were we, you would care a great deal;" not, "if you was us."

Say, "Though I were they, I would not do so;" not, "though I was them."

Say, "I wish I were a bird;" not, "was a bird."

Say, "O that it were cooler!" not, "was cooler."

Say, "If he were here, he would see for himself;" not, "if he was here."

TENTH WEEK

Upon, Onto, and On

The expression "onto" is called by Webster, a colloquialism, that is, it is used sometimes in conversation, but is not considered standard English and should not be used.

Say, "The cat jumped upon the table;" not, "onto the table."

Say, "He threw the ball upon the roof;" not, "onto the roof."

Upon may mean just the same as on, as, when both indicate resting, absence of motion, or motion at the place indicated by the verb; as,

The book rests upon or on the desk.

The ice forms upon or on the pond.

The race was run upon or on the new track.

Upon, however, has another meaning, indicating direction toward; as, He jumped *upon* the moving train. Not *on* the moving train, as this would indicate that he was on the train when he jumped.

ELEVENTH WEEK

Other—Others

The expressions, "He was the smartest of all others," and "Apples are more nutritious than any

fruit," are wrong, because they do not convey the idea intended. In the first sentence, "all others" makes one group and "he" another. These are distinct so that one is not a part of the other group. The idea is that he is the smartest of all, or that he is smarter than all others.

In the second sentence *more* indicates a comparison of two or more groups in which "apples" are one group, and other fruits the other group. The way it reads, apples could not be a fruit. The correct form should be, "Apples are more nutritious than any *other* fruit," or, "Apples are the most nutritious of all fruits."

Say, "Her dress was the prettiest of any woman's present;" not, "of any *other* woman's."

Say, "America is the freest of any nation;" not, "of any *other* nation."

Say, "He, of all people should know;" not, "He of *all others* should know."

Say, "My knife was sharper than any other in the crowd;" not, "sharper than *any* in the crowd."

Say, "He showed most knowledge of the subject of any one there;" not, "of any *other* one there."

TWELFTH WEEK

Each Other—One Another

Each other refers to one of two people or things.

One another refers to one of three or more people or things.

Say, "These *two* sisters love *each* other."

Say, "*All* the old soldiers stand up for *one* another."

Say, "These *four* trees seem bowing to *one* another."

Say, "*All* pupils in this school should be kind to *one* another."

Say, "*You* and *I* should respect our mutual friend as well as *each* other."

Choose—Choice

Do not use one of these words for the other.

Say, "Whose *choice* is it?" not, "whose *choose* is it?"

Say, "It is my *choice*;" not, "my *choose*."

Say, "It is your next *choice*;" not, "*choose*."

Say, "It was their *choice*;" not, "*choose*."

Say, Let me have a *choice* next;" not, "*a choose*."

Say, "It was their *choice* and they *chose* John."

THIRTEENTH WEEK

In—Into

These words are often used one for the other.

In denotes rest, or motion in a certain place.

Into denotes direction toward, the act ending within a certain place.

Say, "He went *into* the house;" not, "*in* the house."

Say, "He bored a hole *into* the tree;" not, "*in* the tree."

Say, "He arose *in* his place and spoke;" not, "*into* his place."

Say, "Some fishes swim *in* the sea very fast;" not, "*into* the sea."

Say, "The balloon sailed up *into* the sky."

Say, "The child fell *into* the water."

Say, "The boys were swimming *in* the water, and rescued the child."

FOURTEENTH WEEK

Only

This little word causes a great deal of trouble. It isn't the word's fault, however. In general, it may be said that it should be placed next to the word it is intended to modify.

If we say, "I only saw him yesterday," it means that I did nothing but *see* him. I did not *hear* him.

"I saw only him yesterday," means that *no one else* was seen.

"I saw him only yesterday," means that yesterday was the day I saw him, and *not some other day*.

Say, "I paid *only fifty* cents for it;" not, "I *only paid*."

Say, "He broke *only two* bones in his fall;" not, "He *only broke*." This would mean that he did not twist them, nor strain them, nor bruise them.

Say, "She bought *only three hats* that year." The idea is the *number* of hats. If we say, "she *only bought three hats*," the idea is changed to *buying*, as distinguished from borrowing, stealing, begging, or receiving them as a gift.

Say, "The mercury rose to *only ninety* degrees that day;" not, "*only rose*," as this would change the idea to rising and falling instead of to the height.

FIFTEENTH WEEK

Neither—None

Neither means not either and refers to one of two.

None means no one and refers to one of three or more.

Say, "*Neither* of you two may go;" not, "*none* of you two."

Say, "*None* of the many who saw, believed;" not, "*neither* of the many."

Say, "*None* of all the boys was accused but these two, and *neither* of them was present."

Notice the singular form of the verb. The subject is singular, not one. The plural form of the verb is used when the subject seems plural.

Say, "*None* of the states of the Union now *believes* in slavery;" not, "*neither* of the *states*."

Say, "Clay and Blaine each tried to be president, but *neither* of them was elected."

Say, "Of all the trees of the forest, *none* is so strong as the oak."

SIXTEENTH WEEK

Either—Any

Either refers to one of two.

Any refers to one of three or more.

Say, "Any of these twenty books is just what I want." The subject, any (one) is singular and requires *is* for the verb, not *are*.

Say, "Any of these hundred bricks is just like every other one. They are all like one another."

Say, "Either of those two boys can always be trusted."

Say, "Any of that class of girls can pass the grade if she tries."

Say, "Any course of study at school is better than loafing."

Say, "Either of these two suits will do to wear."

SEVENTEENTH WEEK

*LANGUAGE**May, Can, Must*

May indicates permission, or doubt; can, power or ability; and must, necessity. Do not interchange them.

"May I leave the room?" means, "Have I your permission to leave the room?"

"Can I leave the room?" means, "Have I power to go out?"

"*Must* I leave the room?" means, "Will you compel me to go out?"

Say, "Do you think I can pass the grade?"

Say, "May I send you one of my books?"

Say, "Must I stay so long?"

Say, "May he go with me?"

Say, "Can he climb to the top of the tower?"

Say, "He may not tell you all he knows about it."

Say, "He can not run for he is lame."

Say, "You must do as I tell you."

Say, "I must go home for mother may be sick."

Say, "Europe must respect the Monroe Doctrine."

Say, "He may go if you will take care of him."

EIGHTEENTH WEEK

That—Those This—These

Remember that *that* and *this* are singular and *those* and *these* are their plurals. *Those* and *these* may modify plural nouns but not singular nouns.

Say, "*This sort* of chairs is not easy;" not, *those sort* of chairs are."

Say, "I like *that kind* of apples;" not, "*those kind*."

Say, "You do not appreciate *that kind* of people;" not, "*those kind*."

Say, "*This kind* of books strengthens the mind; *those other kinds* weaken it."

Say, "*This kind* of days is suffocating."

Say, "*That kind* of people always wants help;"
not, "*those kind*."

NINETEENTH WEEK

Past Tense Followed by Infinitive

In the expression, "I wished to have gone," the wish was in past time, the object of the wish thrown still far back in time. The correct expression is, "I wished to go," for at the time of wishing, its fulfillment could be in only present or future time.

Say, "When I saw you yesterday, I *hoped to have* better news;" not, "*hoped to have had* better news."

Say, "When she was in New York, she *wanted to sing* before a large audience;" not, "*wanted to have sung*."

Say, "He *hoped to be* a great man;" not, "he *hoped to have been*."

Say, "She *expected her sister to come home*;" not, "to *have come home*."

Say, "Lincoln *wished the war to end*;" not, "to *have ended*."

Say, "She *hoped to hear Nordica sing*;" not, "to *have heard*."

TWENTIETH WEEK

Differ—Different

We differ with or differ from the opinion of some one else.

All other things but opinions differ *from* others.

Say, "I respect him highly, but I differ *with* him in regard to some of his ideas."

Say, "He differs *from* most men in his opinions."

Say, "One star differs *from* another."

Say, "All these trees differ *from* one another."

Say, "The Rocky Mountains differ *from* the Alleghany."

Different should be followed by *from*. "Different to" is a colloquialism used in some parts of England. Never say "different *than*."

Say, "My convictions are different from his."

Say, "These trees are different from those."

Say, "The climate of California is different from that of New England."

Say, "In general appearance, Lincoln was very different from Douglas."

Say, "San Bernardino is different from Redlands in many ways."

TWENTY-FIRST WEEK

Expect, Think, Believe

Expect means to look forward to, and refers alone to the future. Think and believe refer to the past, present and future. It is a mistake to use expect in reference to conditions already past or existing now.

Say, "I *think* he is sick, or he would come;" not, "I *expect* he is sick."

Say, "I *suppose* you were very happy at his return;" not, "I *expect* you were."

Say, "I *believe* he was elected by fraud;" not, "I *expect* he was elected."

Say, "We *presume* you were pleased at the discovery;" not, "We *expect* you were pleased at the discovery."

Say, "I *think* you were promoted last year;" not, "I *expect* you were promoted."

Say, "I *expect* to be promoted this year, for I *am* working for it."

TWENTY-SECOND WEEK

Go, Went, Going, Gone

Went is used alone without any helping verb. Come is generally preceded by some helping verb like have or had.

Say, "Why haven't you *gone*?" not, "Why haven't you *went*?"

Say, "I wish they *had* not *gone* so soon;" not, "*had* not *went*."

Say, "He *has* always *gone* to that school;" not, "*has* always *went*."

Say, "Have they *gone* to Los Angeles?" not, "have they *went*?"

Say, "They *have* *gone* away without being seen;" not, "have *went* away."

Say, "Had they *gone* when you arrived?" not, "*had* they *went*?"

Say, "If they *had gone* before, it would have been better;" not, "if they *had went*."

TWENTY-THIRD WEEK

DO

Do, Did, Doing, Done

Did is used without any helping verb. Done is usually preceded by have or had.

Say, "They *did* the best they could;" not, "they *done* the best they could."

Say, "*Having done* this, they rested;" not, "*having did* this."

Say, "I *have* never *done* so well before;" not, "*have* never *did*."

Say, "I *did* my examples this morning;" not, "I *done* my examples."

Say, "We *did* all of them but two;" not, "we *done* all of them."

Say, "They *might have done* better;" not "*might have did*."

Say, "I saw you when you *did* it;" not, "when you *done* it."

Say, "They *had* never *done* so before;" not, "*had* never *did*."

Say, "When your work is *done*, come to me;" not, "when your work is *did*."

Say, "Why they *did* so, I never knew;" not, "why they *done* so."

TWENTY-FOURTH WEEK

COME

Come, Came, Coming, Come

Came is in the past tense and is used without a helping verb.

Say, "When he *had come* so far, he stopped;" not, "*had came*."

Say, "*Having come* home, he found his friend;" not, "*having came*."

Say, "Why *haven't* you *come* sooner?" not, "*haven't* you *came*?"

Say, "He *hadn't* *come* to school all that week;" not, "*hadn't* *came*."

Say, "I hope they *have come*;" not, "*have came*."

Say, "They *will have come* by the Fourth;" not, "*will have came*." Do not use *come* instead of *came*.

Say, "When I *came* home, I found it;" not "when I *come* home."

Say, "As I *came* along the road, I picked it up;" not, "as I *come* along."

TWENTY-FIFTH WEEK

SEE

See, Saw, Seeing, Seen

This is one of the most abused words in the language. Saw should always be used without any helping verb, while seen should have one.

Never use *have* or *had* with *saw*.

Say, "I *saw* him when he did it;" not, "I *seen* him."

Say, "He *saw* that he could not lift so much;" not, "He *seen*."

Say, "I *have* never *seen* a boy like him since;" not, "*have* never *saw*."

Say, "I *have* *seen* two presidents;" not, "*have* *saw*."

Say, "I *saw* him running up the street;" not, "I *seen* him."

Say, "*Have* you ever *seen* my dog?" not, "*Have* you ever *saw*?"

Say, "*Having* *seen* it before, I did not care to go;" not, "*having* *saw*."

Say, "I *had* not *seen* her at 4 o'clock yesterday;" not, "*had* not *saw*."

Be careful also not to say *see* for *saw*.

Say, "I *saw* him last night sneaking up the alley;" not, "I *see* him."

Say, "When I *saw* him I ran;" not, "When I *see* him, I run."

Say, "They *saw* me first and took me by surprise;" not, "They *see* me first."

TWENTY-SIXTH WEEK

LIE—LAY

Lie, Lay, Lying, Lain. Lay, Laid, Laying, Laid

The confusion that arises in using these words,

comes from the fact that they are so much alike, and that "lay" is one form common to both these verbs.

When they indicate present time, *lie* means to recline, and takes no object; *lay* means to place, and takes an object.

In past time, *lay* means recline, and has no object, while *laid* means placed, and has an object.

Say, "I shall *lie* down to rest;" not "*lay* down."

Say, "I shall *lay* my book down."

Say, "I *lay* in bed till after sunrise;" not, "I *laid* in bed."

Say, "I *laid* my hat on the table."

Say, "He *has lain* in the shade two hours;" not, "He *has laid*."

Say, "They *have laid* the foundation;" not, "They *have lain* the foundation."

Say, "May I *lie* on the sofa and rest?" not, "May I *lay* on the sofa?"

Say, "May I *lay* my umbrella on the porch?"

Say, "*Lie* down, Rover. Don't bark so much;" not, "*Lay* down."

Say, "*Lay* the ball down, Rover."

Say, "When I *have lain* asleep an hour, wake me;" not, "When I *have laid* asleep."

Say, "When the corner stone *has been laid*, you may begin building;" not, "*Has been lain*."

Say, "By the year 2000 A. D., we *shall have lain* in our graves many years;" not, "*shall have laid*."

Say, "By the year 2000 A. D., the principles of liberty *will have been* firmly *laid* in all the world;" not, "*will have been* firmly *lain*."

Say, "He *lay* in a stupor for three days;" not, "he *laid* in a stupor."

Say, "After the soldier *had lain* on the battlefield for two days, he *was laid* in the grave."

TWENTY-SEVENTH WEEK

So—As

So is generally used in comparisons after a negative.

As is used when there is no negative.

Say, "He was *not so large* as his father;" not, "*not as large*."

Say, "He is *as large* as his brother."

Say, "That picture is *as large* as life."

Say, "He was *never so happy* before;" not, "*never as happy*."

Say, "He thought that there was *nothing* else *so good*;" not "*nothing* else *as good*."

Say, "There was *no other* man *so wise* as Solomon;" not, "*as wise*."

So is also used to express degree with *that* as a correlative.

Say, "*So* great was the catch of fishes *that* the boat began to sink."

Say, "*So* light was the load *that* they almost *flew* with it."

As is also used with *so* to express likeness as, "*As* a flower of the field, *so* he flourisheth."

TWENTY-EIGHTH WEEK

As, As If, Like

Like is frequently used incorrectly, not only by uneducated people, but also by those who should know better. Like should never be used as a conjunction. It is provincial, inelegant, and according to the best authority, incorrect. It may sometime come to be good English, but it is not now.

Say, "You should play *like him*," not, "*like he* does."

Say, "It looks *as if it* were going to rain;" not, "*like it was going* to rain."

Say, "Do *as I* do," not, "*like I* do."

Say, "I felt *as if I* should die;" not, "*like I* should die."

Say, "She looks *as if she were* going to faint;" not, "*like she was going* to faint."

Say, "The herd rushed on *like* a great tidal wave;" not, "*like* a great tidal wave *does*."

Say, "It came to me *like* a vision;" not, "*like* a vision *comes*."

Say, "Roosevelt did not do *as* other Presidents did;" not, "*like* other Presidents did."

Say, "The meteor flashed through the heavens *like* lightning;" not, "*like* lightning *does*."

Say, "He rushed about the house *as if he were* crazy;" not, "*like he was* crazy."

Say, "Sing the scale *like* them;" not "*like* they *do*."

Remember that *like* used as an adverb or preposition is followed by an object as a *single word*, not by a *clause*.

TWENTY-NINTH WEEK

RING

Ring, Rang, Ringing, Rung

Rang should never be used in place of *rung*. It is used alone without *has*, *have*, or *had*.

Say, "*Has* the bell *rung*?" not, "*Has* the bell *rang*?"

Say, "The bell *had* not *rung* when I left;" not "the bell *had* not *rang*."

Say, "He *rang* the bell twice."

At

Do not finish your sentence with "at" to denote place.

Say, "Where was he?" not, "Where was he *at*?"

Say, "Where do you live?" not, "Where do you live *at*?"

Say, "Where am I?" not, "Where am I *at*?"

Say, "I did not know where I was;" not, "I didn't know where I was *at*."

Say, "Where will you be at 2 o'clock?" not, "Where will you be at, at 2 o'clock?"

Say, "I will be *at home* tomorrow;" not, "I will be *home*."

Say, "My brother is *at home*;" not, "is *home*."

THIRTIETH WEEK

Those—Them

Do not use the pronoun them to modify a noun. Those is the proper modifier.

Say, "What did you do with *those* books?" not, "*them* books."

Say, "He sold me pens, pencils, and a lot of *those* things" not, "*them* things."

Say, "Those boys are always in trouble;" not, "*them* boys."

Say, "I don't understand all *those* figures;" not, "all *them* figures."

Say, "I never could get along with *those* fellows;" not, "*them* fellows."

Say, "*Those* seeds are not true to name;" not "*them* seeds."

Say, "I saw that I could not buy all *those* plants;" not, "I seen that I could not buy all *them* plants."

THIRTY-FIRST WEEK

*TAKE**Take, Took, Taking, Taken*

Do not use has, have, or had with took. Do not use taken as the past tense.

Say, "I have taken part twice already;" not, "I have took part."

Say, "Have you taken your medicine?" not, "have you took?"

Say, "He took the machine apart," not, "he taken."

Say, "He has not taken his books away;" not, "He has not took."

Say, "After we had taken our lunch, we started;" not, "After we had took our lunch."

Say, "They have gone away without having taken their baskets;" not, "without having took."

Say, "Had you taken my advice, you would have reached them sooner;" not, "had you took."

Never say "tooken."

THIRTY-SECOND WEEK

RISE—RAISE

Rise, Rose, Rising, Risen

Raise, Raised, Raising, Raised

These two words are often confused in use. *Rise* takes no object. *Raise* is a transitive verb and generally the object is expressed.

Say, "I expect the river to rise tomorrow;" not, "expect the river to raise."

Say, "Rise to your feet;" not, "Raise up to your feet."

Say, "The river rose two feet a day;" not, "The river raised two feet."

Say, "We expect the wind to rise to-night;" not, "wind to raise."

Say, "The wind will raise a great dust."

Say, "We shall raise melons on that land."

Say, "His promises raised false hopes."

Say, "What made you rise so high?" not, "What made you raise up so high?"

Say, "The clouds began to rise;" not, "began to raise."

THIRTY-THIRD WEEK

SIT—SET

Sit, Sat, Sitting, Sat

Set, Set, Setting, Set

These two words, like *lie* and *lay*, are often confused. If we will only remember that *sit* takes no object, while *set* generally has one, expressed or implied, it will help us.

Say, "I shall sit there for an hour;" not, "I shall set."

Say, "You have sat there long enough;" not, "have set."

Say, "She has set out all her best dishes;" not, "has sat."

Say, "He has been sitting there a long time;" not, "had been setting."

Say, "Set a chair for your mother."

Say, "Let your mother sit in that chair."

Say, "The sour lemon set my teeth on edge."

Say, "They sat very still for their picture."

Say, "By ten o'clock we shall have sat here two hours;" not, "shall have set."

Set is also used with certain prepositons; as, "He set my advice at naught."

"A price was set on his head."

"They set upon him and beat him."

"His supper was set before him."

"His heart was set against his brother."

"The post was set in mortar."

There are also these peculiar uses:

"The cement began to set." (harden)

"The machine was set going."

"He set the scheme on foot."

"He set sail on Sunday."

"He set the broken arm," etc.

THIRTY-FOURTH WEEK

KNOW

Know, Knew, Knowing, Known

This word troubles pupils very often. Knew is the past and should be used alone. Never say *has knew* or *had knew*. Known is generally used with the auxiliaries, have, has or had. Never say "knowed."

Say, "I might have known he would go;" not, "might have knowed" or "might have knew."

Say, "If I had known it, I might have stopped it;" not, "if I had knowed it."

Say, "He has not known his lesson this week;" not, "he has not knew."

Say, "I have known such people before;" not, "I have knew."

Say, "They have never known what it is to be poor;" not, "they have never knew."

Say, "He knew he was doing wrong;" not, "he knowed."

Say, "She had never known a mother's care;" not, "had never knew."

THIRTY-FIFTH WEEK

Shall, Will Should, Would

To indicate futurity without purpose.

I shall see.

We shall see.

Thou wilt see.

You will see.

He will see.

They will see.

To indicate purpose or determination.

I will see.

We will see.

Thou shalt see.

You shall see.

He shall see.

They shall see.

This use indicates a command, threat, or promise on the part of the person speaking. It sometimes indicates a prophecy; as, "A King shall arise."

In asking a question, never say "Will I" or "will we," but "shall I," and "shall we."

Say, "Shall I assist you;" not, "will I?"

Say, "Shall you go to school to-morrow?" This does not indicate will power on your part, but what will, in the nature of the case be likely to occur.

Say, "Shall he come with us? That is, "Do you wish or allow him to come?"

Say, "Shall we sing for you?" That is, "Would you like to have us sing for you?"

Say, "Shall they be punished for such a deed?" That is, "Is it just that they should be punished?"

Say, "I will read this book through before I sleep." This indicates determination.

Say, "You will never see him again." (Simple futurity, without purpose.)

Say, "You shall never see him again." This indicates determination on the part of the speaker.

"Will you go to the picnic?" means, "Do you assent?" "Are you willing?"

Should and would are the past forms of shall and will, although they do not indicate past time. Should has the additional meaning of obligation or duty.

Say, "If I should die to-night."

Say, "He would work although we tried to relieve him."

Say, "We should always do right."

These words are difficult to write about for so much depends on the emphasis used in speaking. Shall when very emphatic, expresses about the same meaning as will in denoting purpose or determination.

THIRTY-SIXTH WEEK

The Split Infinitive

The modifier of the infinitive should not be placed between "to" and the verb.

Say, "To run swiftly;" not, "to swiftly run."

Say, "He tried loyally to do his part;" or, "to do his part loyally;" not, "to loyally do his part."

Say, "The jury tried to decide the case justly," not, "to justly decide."

Say, "The pupil tried to maintain his argument boldly;" not, "to boldly maintain."

Say, "The wind began to blow noisily through the tree tops;" not, "to noisily blow."

Bad, Badly, Etc.

Pupils very often do not know whether to use the adjective or the adverb in such expressions as, "he felt bad" or, "felt badly."

If the idea is the quality of his feelings, meaning he was sick or sad, "bad" is the word to use.

If it was the manner of his feeling toward someone, "badly" should be used.

Say, "The little child looked very sweet."

Say, "The little child looked very sweetly up to her mama."

Say, "How is your brother?" "He seems quite sick this morning;" not, "sickly."

Say, "Your dress looks very pretty;" not, "prettily."

Ill, Illy

Illy is not yet authorized as a good English word.

Say, "He was ill prepared for such a winter;" not "illy prepared."

Say, "He was ill dressed for such a purpose;" not, "illy dressed."

Say, "He was ill treated when a boy;" not, "illy treated."

MISCELLANEOUS

Do not use the word "*aint*" for *is not*, *am not*, and *are not*.

Say, "Isn't this pretty?" not, "Aint this pretty?"

Say, "I am not going home yet;" not, "I aint going home yet."

Say, "These trees are very large, aren't they?" not, "aint they?"

Do not use the adjective *some* for the adverb *somewhat*.

Say, "He is somewhat better to-day;" not, "some better."

Say, "Having walked so far, I was somewhat tired;" not, "some tired."

Do not use *learn* for *teach*. Learn is what we do for ourselves. Teach is what we do for others.

Say, "I will teach him a lesson he will not soon forget;" not, "I will learn him."

Say, "He taught his dog many tricks;" not, "he learned his dog."

Say, "He is the man who taught me to read;" not, "who learned me."

Do not use *had* with *ought*.

Say, "He ought certainly to go;" not, "He had ought."

Say, "Why ought I to go?" not, "Why had I ought to go?"

Be careful not to use "*or*" for *ought*, or "*of*" for *have*.

Say, "I think I ought to have gone;" not, "I think I or to of gone."

Do not use *leave* for *let*.

Say, "Let him alone;" not, "Leave him alone."

Say, "He will not let me be;" not, "He will not leave me be."

Do not use *most* for *almost*, or *nearly*.

Say, "I am almost done now;" not, "I am most done."

Say, "Aren't we nearly there?" not, "most there."

WORDS COMMONLY MISPRONOUNCED

Accent of Words Indicated by Italics

acacia	a <i>ka</i> cia (sha) second a as in ape
address	ad <i>dress</i>
adobe	a <i>do</i> be (e as in ape)
advertisement	ad <i>ver</i> tise ment
advertise	ad ver <i>tize</i> . .
aeronaut	a er o nawt (accented a as in ape)
again	a <i>gen</i>
Albuquerque	al boo <i>kare</i> kay
almond	<i>ah</i> mund
alternately	al <i>ter</i> nate ly
amateur	am <i>a ter</i> (e as in her)
anarchist	<i>an</i> ark ist
apparatus	ap pa <i>ra</i> tus (accented a as in ape)
appendicitis	ap pend i <i>si</i> tis (accented i as in ice)
apricot	a pri cot (a as in ape)
area	a re a
architect	<i>ark</i> i tekt
attacked	at <i>takt</i> (not attakt ed)
automobile	aw to <i>mo</i> bill
avenue	<i>av</i> e new (not noo)
baptism	<i>bap</i> tizm
beautiful	<i>bu</i> ti ful (last u as in full)
bronchitis	bron <i>ki</i> tis (accented i as in ice)
brooch	broch (o as in hope)

Buenos Ayres	bway noce eye rays
buoy	bwoy
burro	<i>bur</i> ro (u as in pull)
callope	kal <i>li</i> o pe (i as in ice)
calm	kahm
Canada	<i>kan</i> a da
carbine	<i>kar</i> bine (i as in ice)
cartridge	<i>kar</i> trij
chaperon	<i>shap</i> er own
chauffeur	sho <i>fer</i> (e as in her)
cigarette	sig a <i>ret</i> (e as in met)
Cincinnati	sin sin <i>nah</i> ty (not ta)
civilization	siv i li <i>za</i> shun (all i's as in miss)
cochineal	<i>koch</i> i neel
Colon	Ko <i>lone</i>
column	<i>kol</i> um (not kol yum)
concentrate	kon <i>sen</i> trate
confiscate	<i>kon</i> fis kate
contrary	<i>kon</i> tra ry
corps	kore
coyote	<i>ki</i> o te (i as in ice)
creek	kreek
data	<i>day</i> ta
deaf	deff
debris	day <i>bree</i>
decorus	de <i>ko</i> rus
depot	<i>de</i> po (e as in meet)
desert	<i>dez</i> ert
dessert	dez <i>zert</i>
Des Moines	de <i>moin</i>

discipline	<i>dis si plin</i>
despicable	<i>des pi ka ble</i>
disputable	<i>dis pu ta ble</i>
docile	<i>dos sil</i>
donkey	<i>don key</i> (not dawn)
drowned	<i>drownd</i> (not drownd ed)
either	<i>e ther</i>
electoral	<i>e lekt er al</i>
encore	<i>ahn kore</i>
equation	<i>e kway shun</i> (not zhun)
equipage	<i>ek wi page</i>
exemplary	<i>egz em play ry</i>
expenditure	<i>eks pend i ture</i>
exquisite	<i>ex kwiz it</i>
extraordinary	<i>ex trör di na ry</i>
faucet	<i>faw sett</i>
finance	<i>fi nance</i> (i as in it)
forbade	<i>for bad</i>
forehead	<i>for ed</i>
fortnight	<i>fort nite</i>
fragile	<i>fraj ill</i>
frontal	<i>fron tal</i> (o as in from)
frontier	<i>fron teer</i> (o as in from)
frontispiece	<i>fron tis pees</i> (o as in from)
gaping	<i>gahp ing</i>
gastritis	<i>gas tri tis</i> (accented i as in ice)
genuine	<i>jen u in</i> (i as in it)
gladiolus	<i>gla di o lus</i> (i as in ice)
gooseberry	<i>gooz ber ry</i>
granary	<i>gran a ry</i> (a as in and)

greasy	<i>greez y</i>
grievous	<i>greev us</i>
grimace	<i>gri mace</i>
harass	<i>har as</i>
hearth	<i>harth</i>
height	<i>hite</i>
heinous	<i>hay nus</i>
heroism	<i>her o izm (e as in met)</i>
Himalaya	<i>hi mah la yah</i>
Holstein	<i>hole stine</i>
hoof	<i>hoof (o as in who)</i>
horizon	<i>ho ri zun</i>
hostile	<i>hos till</i>
humble	<i>hum ble (not um ble)</i>
humor	<i>hu mer (not yu)</i>
hygiene	<i>high ji een</i>
idea	<i>i de a</i>
ignoramus	<i>ig no ray mus</i>
Illinois	<i>il li noy</i>
illustrate	<i>Il lus trate</i>
illustrated	<i>il lus tra ted</i>
inflammable	<i>in flam ma ble (accented a as in at)</i>
inquiry	<i>in qui ry</i>
interesting	<i>in ter est ing</i>
into	<i>in to</i>
iodine	<i>i o din</i>
Iowa	<i>i o wah</i>
irrefragable	<i>ir ref ra ga ble</i>
irreparable	<i>ir rep a ra ble</i>

isolate	<i>i</i> so late (<i>i</i> as in ice)
italic	<i>i tal</i> ik (<i>i</i> as in it)
italian	<i>i tal</i> yan (<i>i</i> as in it)
jaunt	jahnt
jugular	<i>ju</i> gu ler (<i>u</i> as in Jude)
just	just (not jest)
juvenile	<i>ju</i> venill
kept	kept (not kep)
lamentable	<i>lam</i> en ta ble
Las Vegas	lahs <i>vay</i> gas
learned	<i>lern</i> ed (used as an adj.)
legend	<i>lej</i> end
leisure	<i>lee</i> zhur
lever	<i>le</i> ver
lichen	<i>li</i> ken
licorice	<i>lik</i> o riss
lief	leef
lilac	<i>li</i> lak
Louisiana	loo e ze <i>ah</i> na
Louisville	<i>loo</i> is vill
Los Angeles	loce ahng ha lace (The best authorities give this as the correct pronunciation, but however it is pronounced the "g" should not sound as <i>j</i> , and the last "e" is not long.)
magazine	mag a <i>seen</i>
Magna Charta	<i>mag</i> na <i>kar</i> ta
maltreat	mal <i>treet</i> (a as in alley)
mandarin	man da <i>reen</i>

Mardigras	<i>mahr</i> de grah
massage	<i>mas</i> saj
matron	<i>may</i> trun
mercantile	<i>mer</i> can till
miniature	<i>min</i> i a ture (not chur)
mischievous	<i>mis</i> chy vus
mirage	me <i>rahzh</i>
Missouri	<i>mis</i> soo ri (not "ra")
mistletoe	<i>miz</i> l tow
model	<i>mod</i> el (not modl)
mustache	<i>mus</i> tahsh
national	<i>nash</i> un al
naught	nawt
negligee	neg li <i>zhay</i>
neither	<i>nee</i> ther
nominative	<i>nom</i> in a tiv
nothing	<i>nuth</i> ing
oasis	<i>o</i> a sis
often	ofn
ordeal	<i>or</i> de al
Palestine	<i>pal</i> es tine
Palo Alto	<i>pah</i> lo ahl to
partner	<i>part</i> ner (not pard)
patriotic	pay tri <i>ot</i> ic
patron	<i>pay</i> tron
patronage	<i>pat</i> ron age
peremptory	<i>per</i> emp to ry (accented <i>e</i> as in tell)
perfect	<i>per</i> fect
perfume (noun)	<i>per</i> fume

perfume (verb)	<i>per fume</i>
permit (noun)	<i>per mit</i>
permit (verb)	<i>per mit</i>
persist	<i>per sist</i>
pianist	<i>pi an ist</i>
poem	<i>po em</i>
pollen	<i>pol len</i> (o as in not)
pomegranate	<i>pum gran ate</i>
Pompeii	<i>pom pay ye</i>
Portugal	<i>por tu gal</i> (not chu)
Portuguese	<i>por tu geese</i> (not chu)
precedent (adj.)	<i>pre ceed ent</i>
precedent (noun)	<i>press e dent</i>
presentation	<i>prez en ta shun</i>
primarily	<i>pry ma ri ly</i>
process	<i>pross ess</i>
progress	<i>prog ress</i>
rather	<i>rah ther</i>
recess	<i>re cess</i>
resource	<i>re source</i>
rise (noun)	<i>rise</i> (rice)
rise (verb)	<i>rize</i>
romance	<i>ro mance</i>
roof	<i>roof</i> (oo as in boot)
rude	<i>rood</i>
ruffian	<i>ruf yan</i>
sacrifice	<i>sac ri fize</i> (last i as in rise)
salute	<i>sa lewt</i> (not loot)
San Bernardino	<i>ber nar de no</i> (not barny)
San Jacinto	<i>san ha seen to</i>

San Joaquin	San Ho a <i>keen</i> (ho a is pronounced so rapidly that it sounds like hwa)
San Jose	san ho <i>say</i>
sarsaparilla	sar sa pa <i>ril</i> la
sausages	<i>saw</i> sag es
shone	shown
shrine	shrine (not srine)
simultaneous	si mul <i>ta</i> ne ous (i as in high)
sinecure	si ne cure (i as in high)
sinews	<i>sin</i> ewz
sovereign	<i>suw</i> er in
St. Augustine	<i>aw</i> gus teen
Stanislaus	<i>stan</i> is lou
strychnine	<i>strick</i> nin
tarantula	ta <i>ran</i> tu la (not, <i>chu</i> la)
telegraphy	te <i>leg</i> ra phy
Thames	temz
theater	<i>the</i> a ter
Tia Juana	te a <i>hwa</i> na
Tokio	to ke o
tomato	to <i>ma</i> to
tortoise	tor tis
tremendous	tre <i>men</i> dus (not jus)
Tucson	tu <i>son</i> (o as in on)
tune	tune (not toon)
Tuolumne	<i>twol</i> um ne
Vallejo	val <i>yay</i> ho
vehement	<i>ve</i> he ment
what	hwot

wrath	rahth
wharf	hwarf (not warf)
wheat	wheet (not weet)
wheel	hweel (not weel)
why	hwy (not wy)
wont	o as in tone

REFERENCE TABLES

Liquid Measure

- 4 gills (gi.) make 1 pint (pt.)
 - 2 pts. make 1 quart (qt.)
 - 4 qts. make 1 gallon (gal.)
 - $31\frac{1}{2}$ gal. make 1 barrel (bbl.)
 - 63 gal. make 1 hogshead (hhd.)
 - 1 gallon contains 231 cubic inches.
-

Long Measure

- 12 inches (in.) make 1 foot (ft.)
 - 3 ft. make 1 yard (yd.)
 - $5\frac{1}{2}$ yds. or $16\frac{1}{2}$ ft. make 1 rod (rd.)
 - 5280 ft. or 1760 yds. or 320 rds. make 1 mile.
 - 4 in. make 1 hand. (Used in measuring horses.)
 - 6 ft. make 1 fathom. (Used in measuring depth at sea).
 - 6086 ft. make 1 knot. (Used in navigation.)
-

Surveyor's Long Measure

- 7.92 in. make 1 link
 - 100 links or 66 ft. make 1 chain.
 - 80 chains make 1 mile.
-

Cubic Measure

- 1728 cubic inches make 1 cubic foot (cu ft.)
- 27 cu. ft make 1 cubic yard (cu. yd.)
- 128 cu. ft. make 1 cord of 4 ft. wood.

- 1 cu. yd. of earth makes 1 load.
 $24\frac{3}{4}$ cu ft make 1 perch of masonry.
 40 cu. ft. of space make 1 ton. (Used in measuring sea vessels.)
 1 cu. ft. of water weighs $62\frac{1}{2}$ pounds.
 1 ft. of lumber is 1 in. thick, 1 ft. long, 1 ft. wide.

Square Measure

- 144 square inches (sq. in.) make 1 square foot (sq. ft.)
 9 sq. ft. make 1 square yard (sq. yd.)
 $30\frac{1}{4}$ square yds. make 1 square rod (sq. rd.)
 160 sq. rd. make 1 Acre (A.)
 640 A. make 1 sq. mile.
 1 section of land is one sq. mile.
 $\frac{1}{4}$ section of land is 160 A.
 36 Sections make 1 Township (Twp.)

Avoirdupois Weight

Used in Weighing Heavy and Bulky Articles

- 16 ounces (oz.) make 1 pound (lb.)
 100 lb. make 1 hundred weight (cwt.) or Cental (C.)
 20 cwt. make 1 ton (T.)
 2240 lb. make 1 long ton.
 7000 grains (gr.) make 1 lb.

Troy Weight

Used in Weighing Gold, Silver and Jewels

- 24 grains make 1 pennyweight (pwt.)
 20 pwt. make 1 oz.
 12 oz. make 1 lb.

Apothecaries' Weight

Used in Mixing Medical Prescriptions

20 gr. make 1 scruple.

3 scruples make 1 dram.

8 drams make 1 oz.

12 oz. make 1 lb.

7000 gr. make 1 Avoirdupois lb.

437½ gr. make 1 Avoirdupois oz.

5760 gr. make 1 Troy or Apoth. lb.

480 gr. make 1 Troy or Apoth. oz.

Metric Table

10 milli make 1 centi.

10 centi make 1 deci.

10 deci make 1 unit.

10 units make 1 deca.

10 deca make 1 hecto.

10 hecto make 1 kilo.

10 kilo make 1 myria.

The unit may be a gram, (15.432 grains) a meter, (39.37 inches) or a liter, (2.1135 pints). Thus:

10 decimeters make 1 meter.

10 meters make 1 decameter, etc.

To change meters to decameters, divide by 10, that is, move the decimal point one place to the left; as, 562.65 meters equal 56.265 decameters.

To change meters to centimeters, multiply by 100; that is, move the decimal point two places to the right. Thus, 65.256 meters equal 6525.6 centimeters, etc.

Miscellaneous Table

12 things make 1 dozen.
12 dozen make 1 gross.
20 things make 1 score.
196 lb. make 1 bbl. of flour.
200 lb. make 1 bbl of pork.
14 lb. make 1 stone.
24 sheets of paper make 1 quire.
20 quires make 1 ream.

A Method of Finding Interest

What is the interest of \$420.00 for 2 yr. 1 mo. 10 da. at 7 per cent?

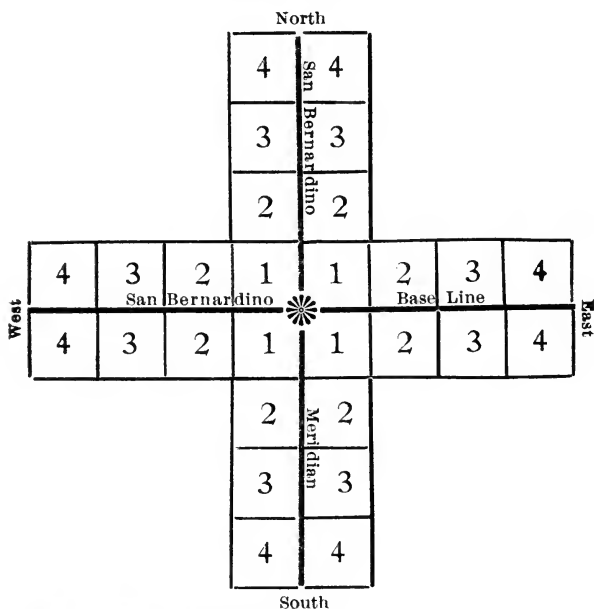
$\frac{7}{100}$ of \$420 is the interest for 1 yr.

$\frac{1}{12}$ of $\frac{7}{100}$ of \$420 is the interest for 1 mo.

$\frac{1}{30}$ of $\frac{1}{12}$ of $\frac{7}{100}$ of \$420 is the interest for 1 da.

760 times $\frac{1}{30}$ of $\frac{1}{12}$ of $\frac{7}{100}$ of \$420 is the interest for 760 days or the given time. By cancellation we obtain the interest, \$62.07.

Land Measure



* San Bernardino Mountains.

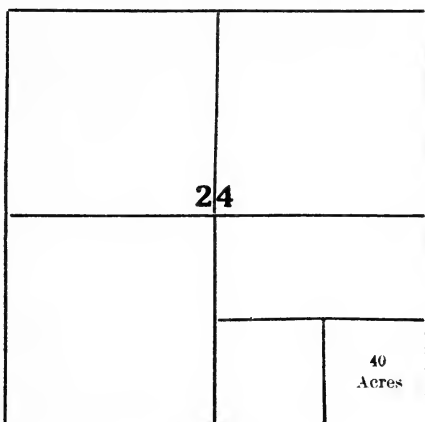
6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Township

Townships are described as being east or west of the San Bernardino Meridian, and north or south of the San Bernardino Base Line.

Sections of a township are all numbered, beginning at the northeast corner with No. 1, and ending at the southeast corner with No. 36.

A part of a section like the following is thus described.



The S.E. $\frac{1}{4}$ of the S.E. $\frac{1}{4}$ of Section 24, Township 2 South, Range 3 West, San Bernardino Base and Meridian.

ABBREVIATIONS

- A. B.—Bachelor of Arts.
A. D.—In the year of our Lord.
A. M.—Master of Arts.
B. C.—Before Christ.
Co.—Company, County.
C. O. D.—Collect on Delivery.
D. C.—District of Columbia.
D. D.—Doctor of Divinity.
Dr.—Debtor, Doctor.
D. V.—God Willing.
e. g.—Example given.
et al.—And others.
etc.—And other things.
F. O. B.—Free on Board.
G. A. R.—Grand Army of the Republic.
h'dk'f.—Handkerchief.
Hon.—Honorable.
i. e.—That is.
incog.—Unknown.
inst.—The present month.
LL. D.—Doctor of Laws.
M. C.—Member of Congress.
Messrs.—Gentlemen.
M. P.—Member of Parliament.
MS.—Manuscript.
MSS.—Manuscripts.
N.—Noon.
N. B.—Take Notice.

No.—Number.

p.—Page. (In music, soft.)

pp.—Pages. (In music, very soft.)

Ph. D.—Doctor of Philosophy.

Pkg.—Package.

P. M.—Postmaster.

P. O.—Postoffice.

Prof.—Professor.

prox.—Next month.

P. S.—Postscript.

Q. E. D.—Which was to be demonstrated.

Rev.—Reverend.

St.—Saint, Street, Strait.

ult.—Last month.

u. s.—As above.

U. S.—United States.

U. S. N.—United States Navy.

viz.—Namely.

vs.—Versus. (Against)

W. R. C.—Woman's Relief Corps.

yd.—Yard.

Y. M. C. A.—Young Men's Christian Association.

Y. W. C. A.—Young Women's Christian Association.



YB 12462

225467

San Bernardino

RY.
DINO COUNTY.

